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*Deutsches Aussprachewörterbuch. Heft 1, A—biogenetisch.* Von WILHELM VIËTOR. Leipzig: O. R. Reisland, 1908. Pp. 48. M.1.20.

This is the first "Lieferung" of Viëtor's long expected dictionary of German pronunciation. It will appear in eight Lieferungen and consist of altogether about four hundred pages. Each Lieferung costs 1.20 Marks. The entire vocabulary of the German tongue is to be recorded in this dictionary, and transcribed with the phonetic signs of the "Association Phonétique Internationale." The Bühnenaussprache is used. Every foreign-born teacher of German will undoubtedly be glad to own a book which gives him the exact pronunciation of all German words. Viëtor's reputation as a phonetician is a guaranty for the most minute accuracy of the recorded pronunciations.

*Dictionary of the English and German Languages.* 41st ed., entirely rewritten and greatly enlarged. By WILLIAM JAMES. German-English and English-German in one vol. New York: Macmillan, 1908. \$1.50.

The fact that James's *Dictionary* has reached its forty-first edition shows the great usefulness of the book. It is perfectly reliable and can be recommended to every student of German, unhesitatingly. The essential change characterizing the present edition, as compared with the former ones, is the inclusion of every important synonym in the German part, as well as in the English one. For every German word the accent is given. The price of \$1.50 is extremely reasonable for a volume of more than one thousand pages. Printing, paper, and binding are excellent.

A. C. VON NOÉ

THE UNIVERSITY OF CHICAGO

*Lehrerschaft und Schulhygiene in Vergangenheit und Gegenwart.* By KARL ROLLER. Leipzig: B. G. Teubner, 1907. Pp. 35. Mo. 80.

This pamphlet, which is an offprint from *Gesunde Jugend* (6th year), opens with evidence to show that physicians have been more active than schoolmen in the development of the modern science of school hygiene, and that, indeed, many present-day schools evince a woeful lack of application of established hygienic principles.

Notwithstanding this fact, a survey of the history of education shows that educators of former days not infrequently did give serious consideration, both in theory and practice, to the problem of health in education. Thus, for instance, the Spartans and the Athenians, and to a less extent, the Romans (as illustrated in the texts of Athenaios and Quintilian), made capital of physical training, bodily inurement, and athletic games. During the Middle Ages, the principles of hygiene received, it is true, but scant recognition, but, beginning with the sixteenth century, contributions worthy of note were made by Luther, Melancthon, the Jesuits, Montaigne, Ratichs, Comenius, Locke, Basedow, the Philanthropists (Guts Muths), and even by Pestalozzi, Herbart, and Froebel.

The beginnings of the modern movement, i. e. of the systematic study of the hygiene of education as a science, Roller attributes in part to the half-forgotten *System einer vollständigen medicinischen Polizei* of the Vienna phy-